Remix: Media-Rich Experiences for an Oral Learning Environment
Presented by Chris Clark, Kaneb Center for Teaching and Learning, 12 September 2014,

EXPLORE

- Literacy (Daley article)
  - College graduates
  - Instructors
- Skills: Anyone can press “Record”
- Two sites – Remix and Remix-T

**TASK: Identify interesting projects and tools**

BUILD

- Process: goals, rubric, deliverables

**TASKS: Draft one goal, two deliverables**

LEARN

- Do one yourself first
- Experience
  - Reduced-scale pilot
  - Low-stakes warm-up assignment
- Goals: What will success look like?
Goals

1. Content

2. Critical Thinking

3. Media

Deliverables

• **Pre-production**: media practice, pitch, storyboard ...

• **Production**: original media, external media ...

• **Post-production**: first draft, peer feedback, final draft ...
Concept Map

Digital storytelling

Running Out

Infographic

Problem: how many toothpicks will fit in a tomato can?

Solution: none ... motorcycles don’t have doorn!

Video story problem

Public service announcement

How-to Video

Comic book

Book trailer

Timeline

Documentary

“Lam from” poem

Academic poster

Video essay

“This I Believe” essay

Audio narrative

Radio drama

Photo essay

Interactive poster

Popcorn Maker mashup

Story Corps interview

TV Commercial

Lip Dub / Re-Dub

Geographic Map
Media-Rich Presentation

Many presentations are little more than text with bullet points. A media-rich presentation relies heavily on images, videos, and sounds. PowerPoint is the best-known tool for this, but there are several alternatives, including Prezi.

You might be asked to create a speed presentation where you are only allowed a certain number of slides and each one shows for a fixed number of seconds. Two variations of this are Pecha Kucha and Ignite.

Inspire Me:

Discover:
- Speed Presentations - Ignite and Pecha Kucha
- Finding Photographs
- ARTstor - image database
- Finding images
- Finding images on Flickr: Pros and Cons
- Finding Scientific Images
- Ethical Image Use Checklist
- Audio Sources: Music for a Soundtrack

Mix:
- Presentation Tools
- Prezi
- PowerPoint vs. Prezi
- Presentation Zen
- Photo Editing Tools
- Data Visualization Tools

Share:
- Slideshare
- Where to Publish & Share
- Choosing a Creative Commons License
- Citing Sources: When, Why and How
- Citing Images
- Citing Photographs
**Speed Presentation**

In this kind of presentation, you are limited to 15 or 20 slides, with 20 seconds to talk about each. Pecha Kucha and Ignite are well-known formats.

**Examples**

1. Becca Simpson | more Ignite @ ASU
2. Transformation through Gainful Employment
3. If Poetry Had a Voice: Alyea Pierce

**Learn More**

1. Challenging the Presentation Paradigm
2. Pecha Kucha: Get to the PowerPoint in 20 Slides
3. Rules and guidelines for Ignite Phoenix
4. Ignite Tips | More Tips
5. Presentation Zen (Garr Reynolds)
<table>
<thead>
<tr>
<th>Windows MovieMaker</th>
<th>iMovie</th>
<th>YouTube</th>
<th>Vimeo</th>
<th>VoiceThread</th>
<th>Popcorn Maker</th>
<th>Glogster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows video editor</td>
<td>Macintosh video editor</td>
<td>Video editing and sharing</td>
<td>Video sharing</td>
<td>Multimedia discussion</td>
<td>Video overlay mashup</td>
<td>Interactive posters</td>
</tr>
<tr>
<td>Audacity</td>
<td>GarageBand</td>
<td>SoundCloud</td>
<td>WordPress</td>
<td>Wikispaces</td>
<td>Animoto</td>
<td>Pinterest</td>
</tr>
<tr>
<td>Free sound editor</td>
<td>Macintosh sound editor</td>
<td>Capture and share audio files</td>
<td>Blogging</td>
<td>Wikis</td>
<td>Videos from images</td>
<td>Create collections</td>
</tr>
<tr>
<td>PhotoShop</td>
<td>Gimp</td>
<td>Flickr</td>
<td>Pixlr</td>
<td>VUE</td>
<td>Piktochart</td>
<td>Wordle</td>
</tr>
<tr>
<td>image editor</td>
<td>Free image editor</td>
<td>Image sharing</td>
<td>Online image editor</td>
<td>concept maps</td>
<td>Infographics creator</td>
<td>Word clouds</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>Keynote</td>
<td>Slideshare</td>
<td>Prezi</td>
<td>Google slides</td>
<td>Pixton</td>
<td>Tiki-Toki</td>
</tr>
<tr>
<td>Desktop presentations</td>
<td>Macintosh presentations</td>
<td>Share presentations</td>
<td>Interactive presentations</td>
<td>Online presentations</td>
<td>Create comics</td>
<td>Create timelines</td>
</tr>
</tbody>
</table>
Excerpts from Penn State Media Commons' *Instructor’s Guide to Media Activities*  
http://mediacommunes.psu.edu/faculty/instructors-guide-to-media-activities/

**Designing and Implementing for the Classroom**

For every minute of a completed project, several minutes will be required for production. These times include all relevant tasks from planning to publishing and assume familiarity with the necessary software.

<table>
<thead>
<tr>
<th>Project Type</th>
<th>Time Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 minute video: interview/informal (minimal post-production)</td>
<td>60 minutes</td>
</tr>
<tr>
<td>3-5 minute video: remix/mash-up</td>
<td>60 minutes</td>
</tr>
<tr>
<td>3-5 minute video: creative/high production (special effects, green screen, field production)</td>
<td>4 hours</td>
</tr>
<tr>
<td>10-12 minute podcast: interview/informal (minimal post-production)</td>
<td>30 minutes</td>
</tr>
<tr>
<td>10-12 minute podcast: creative/high production (special effects, green screen, field production)</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

For every minute of a completed project, several minutes will be required for production. These times include all relevant tasks from planning to publishing and assume familiarity with the necessary software.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Description</th>
<th>Time Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline¹</td>
<td>key concepts, overall vision or approach, cast and roles, 3rd party media needed</td>
<td>early, before any production</td>
</tr>
<tr>
<td>Script¹</td>
<td>dialogue, listed by speaker; can be rough (talking points) or verbose (to be read directly)</td>
<td>25% into project timeframe</td>
</tr>
<tr>
<td>Storyboard¹</td>
<td>sequential list of shots, sketches, direction</td>
<td>25-50% into project timeframe</td>
</tr>
<tr>
<td>Rough Cut¹</td>
<td>unfinished audio/video edit</td>
<td>75% into project timeframe</td>
</tr>
</tbody>
</table>

¹ applies to either audio or video projects  
³ applies primarily to video projects

**Stay Organized**

**Develop a Schedule**

**Week** | **Task**                                                                                   | **Week** | **Task**                                                                 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>meet with MC consultant early in, or prior to, the semester to discuss project and to schedule in-class workshop(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>introduce project and rubric to students</td>
<td>6</td>
<td>production begins</td>
</tr>
<tr>
<td>3</td>
<td>form student teams</td>
<td>9</td>
<td>rough cut due</td>
</tr>
<tr>
<td>4</td>
<td>in-class workshop with MC consultant</td>
<td>13</td>
<td>video completed and published to Sites @ Penn State</td>
</tr>
<tr>
<td>5</td>
<td>outline and script due</td>
<td>14</td>
<td>peer to peer critique (as comments on Sites)</td>
</tr>
<tr>
<td></td>
<td>story board due</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessment

It is important to match the design of your activity with the level of thinking you hope to achieve from your students. Assigning a project that is either too complex or too simple may not yield the learning outcomes you expect. The following chart provides some basic examples matched with a range of target thinking skills.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scoring Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Production Value</strong></td>
<td></td>
</tr>
<tr>
<td>lighting</td>
<td>5 – excellent editing, lighting, etc.</td>
</tr>
<tr>
<td>editing</td>
<td>3 – shows understanding of quality production</td>
</tr>
<tr>
<td>compositing, effects, etc.</td>
<td>1 – poor picture quality, sloppy, etc.</td>
</tr>
<tr>
<td>sound</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
</tr>
<tr>
<td>completion of deliverables</td>
<td>5 – completed documentation (outline, storyboards) establishing plan for project</td>
</tr>
<tr>
<td></td>
<td>3 – completed documentation (but it did not contribute significantly to project plan)</td>
</tr>
<tr>
<td></td>
<td>1 – did not turn in all deliverables</td>
</tr>
<tr>
<td><strong>Message</strong></td>
<td></td>
</tr>
<tr>
<td>established purpose</td>
<td>5 – establishes message and communicates purpose clearly</td>
</tr>
<tr>
<td>vocal, written or visual expression of purpose</td>
<td>3 – message is present but confusing or disorganized</td>
</tr>
<tr>
<td></td>
<td>1 – unclear what this video is trying to communicate</td>
</tr>
</tbody>
</table>

### Instructional Strategies

It is important to match the design of your activity with the level of thinking you hope to achieve from your students. Assigning a project that is either too complex or too simple may not yield the learning outcomes you expect. The following chart provides some basic examples matched with a range of target thinking skills.

<table>
<thead>
<tr>
<th>Skill Level</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Creating**| putting together ideas or elements to develop an original idea or engage in creative thinking | **Short Videos or Podcasts**  
choose an overarching theme and tie in several course concepts to demonstrate understanding of interrelationships between concepts and the ability to transfer knowledge to new situations  
**Remixing**  
selecting, evaluating, and integrating 3rd-party media (as Fair Use) to create an original work |
| **Evaluating**| judging the value of ideas, materials and methods by developing and applying standards and criteria | **Critique via Blogs**  
pic videos or podcasts to a blog and elicit discussion around that media as blog comments; provide a list of required elements to include in comments |
| **Analyzing**| breaking information down into its component elements | **Video Analysis**  
create a gallery of video clips illustrating a concept (ex. moments in a news broadcast which illustrate persuasive rhetoric) |
| **Applying** | using strategies, concepts, principles and theories in new situations | **Podcast Interviews**  
identify experts, craft questions, and conduct in-the-field interviews  
**Simulations**  
Role Playing  
**Presenting**  
Produce a video presentation formally illustrating key concepts. |
| **Understanding** | explaining ideas or concepts; comprehension of given information | **Reflection Podcast**  
provide verbal feedback or interpretation on a topic to demonstrate basic understanding  
**Video Annotating**  
comment on existing media using various audio/video annotating tools |
Methods of Good Practice

The resulting methods of good practice that emerged through Engage evaluation efforts can help in the planning and integration of digital media assignments in a course.

1. Assign students to work on projects in small groups to promote student-to-student interaction and to build collaboration skills.

2. Provide training and support resources to help students learn new multimedia tools and software. Ensure these resources are available to students at the time of greatest need during the development process.

3. Educate students about the resources and methods for acquiring digital assets, as well as the ethical and legal issues related to using these materials in their projects.

4. Address a real problem to increase motivation and to provide students with the opportunity to share their projects with an audience outside the course to obtain authentic feedback (rather than a strictly classroom audience).

Additionally, through reflecting on what helped award participants and consultants succeed in their own projects, the following points should be considered before starting a digital media assignment.

1. Meet with a learning technology consultant early in the design process for the assignment.

2. Study different examples of digital media assignments to understand and recognize the ways in which others have presented information in a multimodal format.

3. Develop a digital media assignment before assigning one to students. This will help identify the knowledge and skills students will demonstrate through their digital media assignment.

4. Identify and recommend specific technologies students should use for their assignment.

5. When selecting technologies, build on technologies that are familiar to students.

6. Remember that students can overestimate their technical abilities. Help them assess their level of expertise with the technologies being used.
Methods of Good Practice (cont.)

7. Identify campus digital media equipment checkout, support, and training resources for students.

8. Develop and share the rubric to be used to evaluate their digital media assignment.

9. Help students understand the amount of time required to complete a digital media assignment.

10. Implement check-in phases of a project to guide students through a thoughtful process (i.e., storyboarding, script writing, rough draft, critique and feedback, and final due date).

11. Provide students with small, low-risk activities prior to giving them an official digital media assignment to give them an opportunity to practice and develop communication and media literacy skills.

12. Provide in-class time for students to work on their digital media assignment.

“I am so much more comfortable using technology in the classroom. At this point, I would consider it a disservice to my students not to incorporate technology. I’m convinced that technology is central to preparing students for the work they will be required to do, both in and outside the university, and that it is fundamental to courses in composition.”

Instructor
The Engage Pedagogy Team developed a useful and memorable framework called **The Five R’s.** This framework helps consultants and instructors think broadly about the assignment objectives and address important pedagogical issues such as:

- integrating research into the assignment;
- scheduling time with subject librarians or technology trainers; and
- teaching critical legal issues such as copyright and sharing one’s work with the public.

Using this framework, Engage created a checklist to keep projects and consultations on track.

**Re:search**
- Students seek primary and secondary sources.
- Students collect and create appropriate digital assets for the assignment.
- Students integrate information from the course.
- Students and instructors have opportunities to work with library staff.

**Re:lect**
- Students integrate course work with challenging problems that extend beyond the classroom.

- Students communicate their ideas, perspectives, and emotions in creative ways.
- Students articulate what they are learning using media.

**Re:construct**
- Students and instructors develop a process for planning, producing, revising, and delivering a media assignment.
- Students integrate various forms of media and apply a range of skills to demonstrate their learning.
- Students build new knowledge and understanding of the course content.

**Re:view**
- Instructor creates criteria to assess the media assignment.
- Students go through an iterative process to develop their assignment.
- Students receive feedback from the instructor and/or other students in the course.
- Students learn to critique in a constructive manner.

**Re:lease**
- Students share their work for public viewing and reuse.
- Students get Creative Commons license for their work.
- Students and instructors improve their understanding of copyright issues.
Grading Digital Media Assignments

Digital media assignments can be challenging to assess, especially if students are working in a group. The following is a list of suggestions to consider in the development of a grading rubric.

- Identify key course learning objectives, learning outcomes, and skills that are developed through the digital media assignment.
- If applicable, determine whether students will receive a group grade, individual grades, or a combination of the two.
- Solicit feedback from students on how the assignment should be graded.
- Consider ways to assess projects on the following: clarity of ideas and details, overall organization, effective use of language, voice and audience, and technical competence.
- Identify logical phases for the development of the assignment (i.e., storyboarding, script writing, rough draft, critique and feedback, and final due date).
- Provide and/or facilitate feedback sessions for projects at each phase of the assignment.
- Evaluate the quality of the resulting media by reviewing items such as length, pacing, appropriate use of visual and/or aural transitions, clean edits, and video quality.
- Consider the use of journals and team feedback for student reflection on the assignment to assess the collaborative creative process.
- Grade the process used in the creation of the digital media assignment, as well as the product itself.

Examples of Grading Rubrics

- The Media Literacy Network's website provides an overview of media literacy, reasons for teaching it, and different approaches for implementing and assessing media assignments: http://go.wisc.edu/d1b71r
- A sample digital video project rubric and some tips for creating a digital media assignment: http://go.wisc.edu/3hg283
- Another sample video project rubric: http://go.wisc.edu/284839
- This website provides considerations for assessing digital stories and new media narrative: http://go.wisc.edu/jjpn5w
- A rubric used to assess digital stories at the University of Colorado-Denver: http://go.wisc.edu/12g373
Teaching Well Using Technology Certificate

This program is designed to provide knowledgeable guidance on strategies for effective use of technology in the classroom and practical skills needed to use technological tools. After successfully completing this certificate program, participants will ...

Certificate requirements

1. **WORKSHOPS** - attend two face-to-face Kaneb Center workshops on teaching with technology
   - Each workshop you attend can count for only one Kaneb Center certification program.
   - None of the workshops is credit-bearing.
   - Individuals NOT seeking certification are still welcome to attend the workshops.

2. **ONLINE COURSE** - a short course with three modules

Certificate requirements (including the course) may be completed over multiple semesters.

**Please note** that if you sign up for the online course you are not making a commitment to finish. You are welcome to explore!

To sign up for the online course

1. Log into Sakai
2. From the "My Workspace" page click "Membership" on the left side
3. Click the "Joinable Sites" link and search for "Teaching Well"
4. Under the course title, "Teaching Well U.T." click "Join"

[or follow these instructions with screen images]

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